

TEACHER'S WORK COMMITMENT TO IMPROVE MANAGEMENT AT STATE MADRASAH TSANAWIYAH 1 ASAHAN

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Abstract

The purpose of this research are 1) how the head of Madrasah in improving the effectiveness of Madrasah-Based Management (MBM) in MTs Negeri 1 Asahan, 2) steps of the head of Madrasah in supervising the implementation of the teacher's work commitment in MTs Negeri 1 Asahan, 3) the efforts of the head of Madrasah provide assistance, guidance, and direction to solve the problems posed by the work commitment of teachers in MTs Negeri 1 Asahan, 4) steps of the head of Madrasah in implementing the effectiveness of school-based management in MTs Negeri 1 Asahan and 5) the efforts of the head of Madrasah overcome the obstacles in implementing the increased efficiency of school-based management in MTs Negeri 1 Asahan. This study approach uses a qualitative approach with a descriptive method. The collection techniques using interview techniques, observations, and review of acceptable while to strengthen the validity of data findings and authenticity of research, then the researcher refers to the use of standard data validity consists of credibility, transferability, dependability, and confirmability. The results of study: 1) increased Madrasah-based management activities performed Madrasah head by making criteria or purpose and determination to plan the teaching program, conduct learning, evaluate learning, and guiding students; 2) supervision of teachers' work commitments from Madrasah Tsanawiyah Negeri 1 Asahan is conducted routinely by examining teaching programs, monitoring teacher activity, and matching student progress reports teachers have made with information from deputy head of Madrasah and students; 3) Assistance, guidance, and direction to solve the problem of performing the teachers' duties by identifying the competency of the teacher, individual leadership in consultation, mentoring the group through a meeting of teachers or delegation to the deputy's head experienced madrasahs and teachers; 4) Step traveled by the administrator of Madrasah in implementing the effectiveness of Madrasah-based management through the socialization of the Madrasah program associated with the implementation of the teachers' duties conducted by involving teachers in the preparation of work programs, Program in teacher meetings and circular letter of the teacher, as well as group or individual discussions to emphasize the Madrasah program that the teacher should implement; and 5) Barriers to work commitment teachers of Madrasah Tsanawiyah Negeri 1 Asahan resolved by analyzing the causes of obstacles. Barriers related to teacher attitudes determined by the individual, the walls to which the group behavior through consensus deliberation as well as complex constraints resolved by requesting assistance from the supervisor Ministry of Religious Affairs.

Keywords: work commitment, MBM, the effort of the headmaster

Introduction

The background educational problems for the life of humanity on the earth, including the nation of Indonesia, is an absolute necessity that must work fully throughout life. Without education, humans are impossible to live happily and thrive in line with dreams, both born and inner. The school has such a broad role that is played in the recording and establishment of national culture and feels its impact on the world of education that includes the curriculum aspects, education management, educational personnel, strategies, and methods of teaching.

Nor intended to ignore other factors, and teachers are the most critical factor in promoting the quality of education so that the quality improvement of the teaching profession is a necessity. Professional educators have a set of competencies required to sustain their duties and functions as educators. Professional educators are not just about mastering fields of science, teaching materials, and methods, but also must be able to motivate learners, have high proficiency, and are knowledgeable. There are constraints above, indirectly related to the implementation of the effectiveness of Madrasah based management for the teacher in carrying out its duties. The main factors in achieving the objectives of education under law No. 20 of 2003 in MTs Negeri 1 Asahan was the achievement of the implementation of Madrasah-based management.

The success of the Madrasah is a teacher's success, many teachers are actually able to do a good job, but because of lack of work commitment, the results of his work become less satisfactory and less efficient, in line With this case Djohar (2006:45) presents challenges related to the quality of the teacher in the form of personal problems, social, competence, profession, and skills of teachers in carrying out their duties. The challenge, among others (1) Teacher education system that does not guarantee the implementation of quality teacher education;(2) Unexplained Teacher Task management which ensures school can run well and proportionally; (3) The performance standard which is the size of the teacher's performance is unclear to teacher education organizers who result in actual performance teachers when performing their daily duties is not bright in size; and (4) The quality assurance of the teacher's education is not representative. The leadership will always give the speaking of the work commitments, teachers of MTs Negeri 1 Asahan at the time of work the assessment. The assessment is given to progress the education organization and self teacher itself. To see the work commitment, indeed can not be seen from one element only, because in giving judgment, there will be a single standard. The assessment of work commitments is one of the functions of improving teachers ' work commitments. In an advanced madrasah or absence of madrasahs are influenced by quantity, quality of work, and the behavior of the teacher. The work commitment assessment function plays a somewhat important role in determining the number of work commitments.

The work commitment teachers of MTs Negeri 1 Asahan in working has a variety of levels. Teachers who have a high working commitment will do all the tasks that charged to him. The teacher will also come on time and go home by the working hours, so it will eventually be able to work on all the tasks that charged to him. Some teachers have a low working commitment, lazy to work, so it will also affect the discipline of work. The head of the Madrasah capable of mastering the technique of supervision well will do control wisely, prudent, and full of authority because the subordinates will feel unequal to the head madrasah and will try to work according to his duties and responsibilities. This condition will bring a high sense of responsibility and commitment to the execution of the teacher's duties that will ultimately affect the implementation of Madrasah based management in MTs Negeri 1 Asahan.

Based on the fact above, the author is interested in researching by lifting the title of teacher's work commitment to implementing Madrasah-Based Management at MTs Negeri 1 Asahan. The focus of the research problem is the efforts to increase the active engagement of teachers in MTs Negeri 1 Asahan to increase the effectiveness of MBM.

LITERATURE REVIEW

The labor commitment is a profound concern for the leaders and executives of a profit and non profit organization that is about how employees conduct and relationships with organizations and with various components in the Organization; How the relationship between employees is always establish, and how increased employee behaviour is better so that it can contribute to the effectiveness of the Organization. Feldman (1996:394) states that commitment is one's tendency to involve themselves in what done with the belief that activities undertaken are essential and meaningful. The liability exists when people have the opportunity to determine what done. Robbins (2000:138-139) suggests that commitment is a more sophisticated plan that affects future responsibilities with long timeframes for the planning needs of managers.

The teachers' work commitment is an essential factor because it determines the quality of the relationship between an individual as a Madrasah member with Madrasah. Mary Sheldon's opinion, quoted by Thomas (1982:3), says that commitment is the attitude of one to a madrasah that associates a personal identity with a madrasah. Lindsay (1997:32) mentions that the teacher's work commitment also means teacher support and a desire to implement the goals, and plans and decisions of the madrasah while the opinion of steers who is also quoted by Thomas (1982:27) says that the teacher's working committee is the individual force in identifying themselves with the Madrasah, and its reliability in Madrasah assignments.

According to Hadiyanto (2004:67) looked at the MBM as a tool to suppress Madrasah took the responsibility of monkey that happened to his son. In other words, Madrasah has the authority to develop a teaching program that suits the needs of the students in the Madrasah. Fattah (2000:8) also confirms that Madrasah-based management is interpreted as a redirect in decision-making from the intermediate level to the Madrasah level. The grant of authority in decision making is seen as autonomy at the Madrasah level in the utilization of all resources so that the Madrasah able to independently dig, determine priority, utilize, control, and accountability to any stakeholders.

Based on the above opinion, it stated that Madrasah-based management is the management of Madrasah, which implemented by authorizing Madrasah to utilize all resources of Madrasah to achieve educational objectives. Optimally, so the head of Madrasah can utilize MBM in the era of educational autonomy in anticipation of inter-regional Human Resources development competition and between Madrasah. Madrasah has greater freedom. Community participation enhanced through the leadership of the Madrasah head in collaboration with the Madrasah Committee.

In its implementation, MBM intended to grant the autonomy of madrasah and increased participation of high society to achieve efficiency, quality, and equitable education. Efficiency achieved through the flexibility of managing MBM resources, community participation, and simplification of bureaucracy. According to the Ministry of National Education of the Republic of Indonesia in Nurkolis (2003:27), the goal of MBM is to improve education quality through independence and Madrasah initiative in managing and empowering the resources available. Second, raise the concern of the residents of Madrasah and communities in the implementation of education through mutual decision making. Thirdly, increasing the responsibilities of the head of Madrasah to Madrasa. Fourth, improve the healthy competition between madrasah about the quality of education that achieved. Besides, MBM has the potential to improve student achievement because of the increased efficiency of use of resources and personnel, boost the professionalism of teachers, apply curriculum reform, and increase community involvement education.

According to Mulyasa (2004:13), mentioning MBM's main objectives is to improve efficiency, quality, and equitable education. Increased productivity gained through the flexibility of managing existing resources, community participation, and simplification of bureaucracy. The quality improvement obtained with the involvement of parents, the flexibility of madrasah management, increased the professionalism of teachers, gifts, and punishment as a control, and other things that can cultivate a conducive atmosphere. Equitable education is seen in the growth of community participation, exceptionally capable, and caring, while the less intelligent will be the responsibility of the Government. Supriono and Sapari (2001:5) also mention the main objectives of MBM is to increase the efficiency of management and quality and relevance of education in the Madrasah. With

greater authority/autonomy for the madrasa to manage its business, the ability of utilization of educational resources will be higher, because the madrasah is more aware of its needs and conditions. The MBM aims to make madrasah more independent in empowering Madrasah through the granting of authority (autonomy), greater flexibility towards madrasah in managing resources, and encouraging Participation of Madrasah and community residents to improve the quality of education.

In summary, the effectiveness of MBM is the conformity between results expected with the outcome of the fact about the autonomy of madrasah in the utilization of all resources (resources) so that the Madrasah able to independently dig, To allocate, determine priorities, utilize, control and account for them. In simple, the effectiveness of MBM is related to the implementation of the Madrasah task and the achievement of objectives. According to Mulyasa (2004:82), which suggests that effectiveness is associated with the execution of all fundamental duties, the accomplishment of goals, timeliness and the active participation of members. Thus the effectiveness of MBM is how MBM successfully carries out all the tasks of madrasah establishing community participation, gaining and utilizing resources, sources of funds, and learning resources to realize the purpose of Madrasah. The effectiveness of MBM is the success of Madrasah in using resources and establishing community participation in achieving the goal of Madrasah.

Mulyadi (2010:1) mentions that the head of Madrasah has a massive role in moving and aligning all the educational resources available at Madrasah. The active part of the head of Madrasah is one of the factors that can encourage madrasa to realize the vision, mission, goals, and objectives through programs planned and implemented gradually, accompanied by proper supervision and consistently evaluate which are all aimed at achieving the goals and objectives set. Theoretically, the head of Madrasah in organizing the program Madrasah preceded by the implementation of a good plan that the application is made effectively and consistently, whether in the process of formal activities (PBM) or In other events that still exist in the educational process.

Method

This research conducted in MTs Negeri 1 Asahan with teachers as the subject of this study. The selection of this place based on the consideration of ease in obtaining the data, researchers focus more on the problem to be researched because the location of research is close to researchers and according to ability, both time and also the limitation of funds. The implementation of this research planned from December 2018 to May 2019.

MTs Negeri 1 Asahan is a madrasah that was inaugurated the establishment of MTs private Rawang Lama by the head of Regional Office of the Department of Religious North Sumatra province based on the decree of the Minister of Religion Republic of Indonesia number. 515A/1995 dated 25 November 1995. MTs Negeri 1 Asahan located on the city of the capital range of Asahan Regency is 10 Km from the city center, precisely in the district Rawang Panca Arga, which is the expansion of the community Meranti. Agricultural areas surround the location of Madrasah; the majority of the population is farmers and peasants. Currently, MTs Negeri 1 Asahan is the most desirable madrasah by the local community as a place of education of their children who have expired from a basic madrasah.

This research is conducted using a qualitative descriptive study based on the intention to describe the behavior of the informant, namely the head of Madrasah, deputy head of Madrasah, and teachers according to existing social situations. In this context, the researcher seeks to understand the teacher's work commitment to implementing Madrasah-based management at MTs Negeri 1 Asahan.

This research activity, which is the source of information are the subjects involved in this study. The source of the research data consists of primary and secondary data. The primary data source is the head of Madrasah, according to the social situation. Data source Skunder, which is corresponding data obtained from the observation of the research itself in the field needed in this study in addition to the head of the Madrasah, deputy head of Madrasah, teachers, and other supporting documents.

In qualitative research, data analysis generally divided into three levels; Analysis at a baseline level, analysis at the time of field data collection, and analysis after completion of data collection. To strengthen the validity of data findings and authenticity of research, the researcher refers to the use of standard data validity suggested by Lincoln & Guba (1985:123), consisting of credibility, transferability, dependability, and confirmability.

Results and Discussion

The first findings of the study showed that the effectiveness of the implementation of Madrasah-based management by teachers began by examining the teaching program and monitoring the daily activities of teachers. It is done routinely by the administrator of Madrasah. Teachers' work in the implementation of work commitments judged on the criteria or objectives and timeliness of their learning and execution. The implementation aspects of teacher assignments assessed by the head of Madrasah include the readiness of Teaching program planning, learning implementation, learning evaluation, and guidance of students. Assessments are carried out more focused on individual teacher assessments in carrying out their tasks or their daily conduct, as well as more regular Madrasah office administration. Through the effectiveness of MBM, the head of Madrasah can collect information about the teacher's work.

The findings of these two studies demonstrate that the working commitments associated with the effectiveness of MBM by teachers in educational activities assessed based on criteria or purpose and timeliness of implementation. The teacher's work commitment is conducted more focused on the teacher individually in carrying out the task.

The implementation aspects of the teacher's duties judged by the head of Madrasah include: (1) the complete and systematic planning of effective and efficient teaching programs that must be available before learning performed; (2) the learning evaluation is the use of evaluation techniques and evaluation results; and (3) student guidance which is the teacher's ordinance in guiding students. The effectiveness of Madrasah-based management in the supervision of the head of Madrasah against teachers in Madrasah Tsanawiyah Negeri 1 Asahan was intended to see and know how the work of the teacher.

The Madrasah watches objectively and professionally without intending to seek for mistakes by supervised teachers. If the head knows the teacher's fault of the Madrasah, then the head of Madrasah acts as a supervisor who is obliged to assist and guide the teacher in question to know his mistake, then seek the solution or the resolution together, if the head of the madrasa sentenced the teacher punishment. In connection with the supervision and commitment of the work of the Madrasah, Mulyasa (2003:11) suggests that surveillance is a preventive action to prevent education workers from committing irregularities and be more cautious in carrying out work.

The head of Madrasah uses the technique of MBM with direct observation. Based on the results of its view, the leader of Madrasah, together with the teacher, seeks to get the requirements in drafting the work plan, and jointly organizing the teaching program according to the curriculum. Differences in opinion, disputes may be caused by deliberation. The fallacy of work is immediately known, not protracted. The implementation of education in Madrasah Tsanawiyah Negeri 1 Asahan conducted by the head of Madrasah and teachers to the teaching process that carried out the process of learning to teach so that the National purpose education can achieve the expected objectives is to educate the life of Indonesia.

The MBM, with the head of the Madrasah to the teacher, is the process of observing and seeking information about whether the teachers are teaching according to the plan so that they can achieve the teaching objectives. The above explanation confirms that the effectiveness of Madrasah-based management is a supervisory activity aimed at improving the condition of both personal and material that allows the creation of more learning situations. The teacher at Madrasah Tsanawiyah Negeri 1 Asahan expects what and how to provide a learning experience that is appropriate to the

needs of the developing child and society. The person who serves to help the teacher is the head of Madrasah and deputy chief of the Madrasah, which directly faced with the teacher. About the teacher's needs, the essence of Madrasah based management is not only assessing the teacher's formation in managing the teaching process but how to help teachers develop the ability to perform professionally and with high working commitment.

The third findings of the study showed that the initial step of the head of the Madrasah and deputy chief of Madrasah in providing assistance, guidance, and direction is to identify the ability of the teacher in carrying out the task. Based on the results of the identification, the head of Madrasah provides individual guidance through consultation and group guidance through teacher meetings. The implementation is sometimes delegated to the Deputy Chief of the Madrasah or experienced teacher because the head of Madrasah implements management functions in Madrasah Tsanawiyah Negeri 1 Asahan. In connection with the above, Neagley & Evans (1980:20) suggest that the MBM service in the form of supervision is a service to teachers aiming to produce instructional improvement, learning, and curriculum.

Supervision is implemented to increase the three aspects of achieving the educational objectives implemented in the Madrasah. The values of the effectiveness of Madrasah-based management lies in the development or improvement of the learning situation to make the students' learning quality increased by assisting teachers. The above explanation shows that the effectiveness of MBM conducted by the head of Madrasah is a series of processes directed to provide assistance, guidance, and direction so that it can bring teachers Higher as educators and commits to their work. The Madrasah to the teachers in Madrasah Tsanawiyah Negeri 1 Asahan can be a guidance for the growth of the competency of teachers such as guidance in the business and implementation of renewal of sponsorship, selection of learning tools methods, ways of systematic assessment, objectives of the whole process of learning and commits in working hours.

The findings of the fourth study showed that the socialization of MBM associated with the teacher's task commitment was done by involving teachers in the preparation of work programs. This engagement is familiar with the term participatory decision making. The one factor that can influence the success of the head of Madrasah in decision making is the level of involvement and participation of teachers in decision making. Meaning that if the teacher is involved in full decision making, then the goal of the pick up will be achieved optimally; otherwise, if the teacher included in the decision making, then the purpose of decision making will be less achievable. The optimally, and may even suffer failure.

The decision making by involving the teacher or subordinate is then known as a participatory decision-making model. The teacher's participation in the Madrasah decision making is understandable as the opportunity to play a teacher in making madrasah decisions, especially with regards to issues affecting their activities and job duties. The findings of the fourth study showed that the head of Madrasah overcame the efforts to implement the work of teachers of Tsanawiyah Madrasah 1 Asahan by analyzing the causes of obstacles. Based on the results of the analysis effort to overcome the barriers as follows; (1) Barriers relating to teacher behavior resolved individually and in accordance with applicable laws or regulations; (2) The barriers whose nature is determined by deliberation; and (3) complex obstacles are resolved by requesting the assistance of a supervisor Madrasah or the office of the Ministry of Religious Affairs of the special education in the field of Madrasah.

The problem usually occurs if there are irregularities or differences between what expected with what happens. According to Pidarta (1992:224) that the steps needed to be taken to solve the problem by the head of the Madrasah in the supervision include: (1) identifying the problem and determining the cause; (2) Develop troubleshooting alternatives and choose the best; (3) Execute the decision and follow up on it. For acute problems such as teachers who do not want to follow the instructions of the head of Madrasah should be resolved by involving a higher leader and given rewards for the successful and punishment for the wrong. The obstacles either pose a complaint or not need to fix immediately.

How to overcome should use the following principles: (1) do not delay the time; (2) The head of the Madrasah or deputy head of the Madrasah shows himself that he tried to help the teacher, he should not scold the teacher or frighten or ridicule; (3) The teacher needs to include looking for the resolution; (4) Take all the facts pertaining to job barriers or teacher complaints, this done with a short survey; (5) solve the problem rationally by using scientific analysis; (6) Keep any problem-solving on the basis of emotions or prejudice or such orders as a necessity; and (7) teachers must commit to the implementation of work.

Conclusion

For the office of the Asahan Ministry of Religious Affairs as input materials to do proper strategic planning in the development and improvement of the quality of educators by giving attention to career advancement, teachers wellbeing Through timely and rewarding incentives and reward teachers who excel so that the satisfaction of teachers ' work is increasing which will have an impact on improving quality of service and qualified learning. For the headmaster, it should improve the supervision of teachers by empowering all potential teachers to have so that they can provide optimal service as educators by creating an atmosphere of work or climate that and work ethic, so teachers are passionate about performing their duties as teachers and educators. The excellent communication between teachers and the principal is concerned about the problems faced by teachers in the teaching process in the classroom. Provide facilities that support following each activity, training, and workshops relating to the field of study to improve the skills and competence of teachers. For teachers, it should always enhance their knowledge, expertise, and qualifications to do the job well, as expected.

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